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A Lesson on My New President by CharVet Long

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: Learning, Passage

Lesson Description: This is a lesson on a passage from a story. You will answer the following questions referencing the passage.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RF.4.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.L.4.2d: Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-Literacy.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

My New President

by

Content: I remember reading US history. I thought it was boring. Lots of facts. Lots of dates. Lots of names. Lots of maps. I liked the pictures. That was about it.

We had to take a Constitution test. I failed it. I didnt know which was which. I mixed up the executive branch and the legislative branch. I knew what the judicial branch did. Its got part of the word judge in it. So I knew it was about judging. I knew that the President was the head of the executive branch. But I didnt know what he did. It took me three times to pass that exam.

Then this year I paid attention. There was an election. I was proud. Someone like me was running for President. I didnt think he would be elected, though. I couldnt imagine that I could be President. There never was an African-American President.

My mother said, Dont be too sure. It could happen. We once elected an African-American mayor of Chicago.

I thought about that. But I didnt expect Barack Obama would win. I hoped he would.

My mother said, Nothing happens if you do nothing. Why dont you help with the election. I said, How can I help? I am only 14.

You can help get people registered to vote. You can help his campaign office. Go and ask.

So I did. I went to downtown Chicago that Saturday. The only other time I had been there was to go to museums or Niketown. This time I went to a building where there was a big office. It was very open, lots of people at desks on the phone. I said, Can I help?

A young man at the front desk said, Yes you can, can you start now? I said, sure.

So he asked me to help with mailings. I put letters into envelopes. I must have stuffed at least 300 envelopes by the end of that day.

I went downtown every Saturday after that. I made phone calls. They showed me how to use the Internet. I logged emails. That means counting how many come in from different people.

I also watched the news and read the newspaper. I read about the election. I read what Barack Obama said. I went to a speech

he gave in Chicago. I figured out that the Executive Branch does a lot. They are in charge of the army. They are in charge of a lot.

I got hopeful. I kept saying, Yes we can to myself. And we did. Now the head of the Executive Branch is My President. I am part of US history.

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Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Executive **WordPhraseTier:** 3

Question: What does the word "Executive" mean in this sentence?

A: a person with senior managerial responsibility in a business organization.

B: a short journey or trip, especially one engaged in as a leisure activity.

C: to carry out or put into effect

D: to convey in words or by gestures and conduct.

Question: Which of the sentences below uses the word "Executive" correctly?

A: The president executive the law of the land.

B: The president is in charge of the executive branch

C: The president went on a executive to another country to help.

D: The president executive how to help the nation with a speech.

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Q: 2 WordPhrase: register **WordPhraseTier:** 2

Question: What does the word "register" mean in the sentence?

A: a feeling of deep admiration for someone

B: to begin to do or pursue again after a pause or interruption.

C: an administrative district of a city or country

D: to enter or record on an official list or directory.

Question: Which one of the sentences below uses the word "register" correctly?

A: The people register to fight for the right to vote.

B: The people live in different registers around the country.

C: The people have to register to vote.

D: The people have a lot of register for the president.

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Q: 3 WordPhrase: History **WordPhraseTier:** 2

Question: What does the word "history" mean in this sentence?

A: an arrangement or classification of things according to relative importance or inclusiveness

B: the study of past events, particularly in human affairs.

C: property that is or may be inherited; an inheritance.

D: a pause or gap in a sequence, series, or process.

Question: Which one of the sentences below uses the word "history" correctly?

A: There are histories that break up different events.

B: The history was a million dollars.

C: The history was broken down in groups depending on where the people lived.

D: The history of the United States is being made everyday.

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Q: 4 WordPhrase: Election **WordPhraseTier:** 3

Question: What does the word "election" mean in this sentence?

A: a poem of serious reflection, typically a lament for the dead.

B: a relation to the most rudimentary aspects of a subject.

C: a formal and organized choice by vote of a person for a political office or other position.

D: a state or feeling of thrilling excitement.

Question: Which one of the sentences below uses the word "election" correctly?

A: The election is held in the month of November.

B: The election was being used to power the whole block.

C: The election was lacking because they did not understand the subject.

D: The election was about how the person was great in their life time.

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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - Name things that the student did to help at the office?

in the story went down to the campaign office and helped out. What things did he do?

2 - Do you think now that the student is more interested in U.S. History? Why?

Since this experience do you think the student will do better on history exams?

3 - Name why learning and being part of history is important?

History is something that everyone learns in school, but why? Just like the student not all students are good at it so why learn it?

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Task 3: Writing Activity

Instructions: Just like the student in the story what are ways that you can be part of history? At the end of the passage the student states, I am part of US history.. What are ways you can too exclaim this? Minimum of a 100 words.

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